

From: [Vice Provost for Teaching and Learning](#)
To: [Vice Provost for Teaching and Learning](#)
Subject: Preparing for the Spring Semester: A.I. Updates and Resources
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Dear Faculty Colleagues,

Happy Holidays! I wish you a restful, rejuvenating, and enjoyable upcoming break. As we prepare for the spring semester, I want to provide an important update on artificial intelligence (A.I.), a rapidly evolving technology that is becoming increasingly integral to education and beyond.

Villanova has established an A.I. Task Force, which will release a comprehensive report at the end of next semester. The report will focus on several key areas:

1. Promoting **Augustinian values** to foster thoughtful consideration of A.I.'s impact on human minds, society, and the natural world.
2. **Recommendations** for maintaining the integrity of our academic programs.
3. **Training and education** for all faculty, staff, and students on generative A.I.
4. A **centralized website** with resources and updates on A.I. activity across campus.
5. **Guidelines for A.I. usage** within the Villanova community.
6. Strategies to **prepare graduates** for A.I.'s role in their future careers.
7. Piloting and **adopting A.I. tools**, including bots and virtual assistants.
8. Utilizing Villanova data with A.I. for **predictions, efficiencies, and improved student success**.

With generative A.I. being **accessed over 100,000 times per day** on the Villanova network this fall, predominantly by students with the most popular tool being ChatGPT, it's essential for you to consider how A.I. may be influencing your courses and student engagement. Given this data, faculty should assume that students are using ChatGPT to engage with your material outside of class. Faculty must take purposive steps to ensure its appropriate use. It may be appropriate for students to use it for studying, understanding, and improving their learning. It is not appropriate for students to use it to complete the essential parts of a graded assignment when it is expressly prohibited by the instructor. Students should also acknowledge how and when it is used with any work they submit.

If you haven't already, I strongly encourage you to familiarize yourself with generative A.I., its functionalities, and its potential applications in education. Thoughtfully integrating A.I. into your teaching can enhance learning outcomes, while understanding when to limit its use can help maintain alignment with your course objectives.

Resources and Support

- VITAL offers [excellent resources on A.I. in education](#) and is available for consultations to discuss A.I. integration or other teaching topics. This includes resources on how to address academic integrity issues concerning A.I.
- Consider conducting key assessments—essays, exams, etc.—in person to maintain the integrity of student grades and coursework. In-person assessments may be conducted via the Respondus Lockdown browser in Blackboard, which prevents students from

leaving the online test environment to access other applications. Learn more about how to set up the Respondus browser [here](#). During in-class assessments, students' screens should be closely monitored. Phones should be inaccessible during assessments for which A.I. assistance is prohibited. You may also choose to use blue books. However, students today are used to writing and editing on the computer and may find handwriting in an exam situation challenging.

- [A set of student guidelines](#) has been developed that you can use in your course.
- Villanova's updated [Code of Academic Integrity](#) includes specific guidelines for the use of A.I. in education. As an instructor, you have the authority to determine when and how generative A.I. may be used in graded assignments. The more explicitly your syllabi and assignments address A.I. use and misuse in your class, the easier it will be to hold students accountable. Student accountability is essential to the integrity of our academic mission and to their understanding of the responsible use of A.I. in the world. Please review these resources and report violations when they occur.

A.I. in the Workplace

A recent [study](#) by Harvard and Penn highlights the potential of A.I. to increase productivity and improve outcomes. For example, consultants using A.I. completed 12.2% more tasks, worked 25.1% faster, and produced 40% higher-quality results. A.I. can also support your work, helping you save time for intellectually stimulating and enjoyable pursuits.

To get started, consider exploring this free [LinkedIn Learning Course on Career Essentials in Generative A.I.](#) or dive into self-directed learning. Be on the lookout for training sessions on campus as well. All faculty, staff, and students have access to [Microsoft Copilot](#) in a secure and private environment (login using single sign on). You may also require students to purchase their own access to other A.I. tools required for your course (be sure to list these requirements in your syllabus).

Please don't hesitate to reach out with questions or for additional support. Best wishes for a successful and rewarding semester!

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